

## **REPLICATION PROGRAMS AND PROJECTS**

The previously funded Grantees listed in this document have agreed to provide technical assistance to entities/applicants that would like to replicate their programs/projects.

### **East Bay Innovations (EBI)**

#### **Alameda County Business Advisory Council**

##### **(BAC) Project**

##### **San Leandro, CA 94577**

**Tom Heinz**

**(510) 618-1580x11**

This program designed, develop, and convene a Business Advisory Council (BAC) in Alameda County to significantly expand career, employment, and home-base business opportunities for 30 individuals with developmental disabilities. The BAC was comprised of employers from a diverse range from the employment sector in Alameda County. The BAC will performed functions that directly benefited EBI's Alameda County consumers seeking careers, employment, and/or home-based businesses. BAC functions included: Conducting mock job interviews; making employment settings available for work-related consumer assessments; assisting with research and design of self-employment plans and home-based business models; approaching and educating other employers about supported employment; and providing job referrals. This grant enabled EBI to cultivate long-term relationships with a diverse range of employers, including those currently unfamiliar with Supported Employment. This enabled EBI consumers to explore a much broader range of employment opportunities, resulting in increased opportunities for finding meaningful and desired careers of their choice.

### **Riverside County Office of Education**

#### **Project PRIDE: Providing resources for**

#### **Independence, Determination, and Empowerment**

##### **Riverside, CA 92505**

**Lynn Smith**

**(951) 826-6763**

Riverside County Office of Education provided supportive services to developmentally disabled individuals aged 14-19 and their families to help them obtain, maintain, and integrate into community service projects, and organizations. The program staff worked closely with students and their families, service agencies, and community agencies in order to provide coordinated, integrated services to participants that include self-determination curriculum, ability and interest exploration, future planning, and volunteer opportunities with support services in place.

**Employment through Empowerment****Kern Regional Center****Aaron Markovits****[AMarkovits@kernrc.org](mailto:AMarkovits@kernrc.org)****(661) 852-3291**

This program provided opportunities for individuals with developmental disabilities to work in independent settings by utilizing appropriate assistive technologies that improved employability and long-term self-sufficiency. This proposal also addressed quality of life issues by improving opportunities to use assistive technologies to improve communication, independent living skills, and other areas of both low tech and high tech assistive technology. As part of the grant The All-Star Café was opened and is currently providing employment to consumers.

**BANANAS, Inc./Family Resource Center****Youth Connections: Stepping Out****Oakland, CA 94609****Deanna Pankow****(510) 547-7322****[deannap@frnoakland.org](mailto:deannap@frnoakland.org)**

This program developed Youth Connections: Stepping Out model for inclusive social/recreation opportunities for aged 13-30. The program provided training and technical assistance on inclusion on youths with developmental disabilities to the staff of three city parks and recreation departments in Alameda County. The program included consumer classes on sexuality, safety and self empowerment; and promoted inclusion in a variety of community-based social/recreation activities. Parents and family members received information, training and support to help them promote their child's independence and inclusion in community settings. This program also organized consumers, parents and community members to help inform policy makers regarding the importance of inclusion for all people. An Inclusion Toolkit, was developed and this project is ready to be replicated.

**Disabled Sports USA Far West****Inclusive Recreation for People with****Developmental Disabilities****Citrus Heights, CA 95610****Doug Pringle****(916) 722-6447**

This program improved the lives of individuals with developmental disabilities by providing inclusive recreational activities. The recreation programs provided were entry level activities i.e. golf, cycling, baseball, swimming and participation in vigorous, outdoor activities. The strategies were to educate professionals and parents about the rehabilitation benefits of inclusive recreation; conduct extensive collaborative outreach to people with developmental disabilities.

**Support for Families of Children with Disabilities****Transition to Adulthood Interagency Coordinating Council of San Francisco:  
Improving Access to Transition Planning for Youths with D.D.****San Francisco, CA 94110****Juno Duenas****(415) 282-7494**

This program improved transition interagency coordination and the service systems for youths aged 14 -21 residing in San Francisco. The applicant joined forces with the Improving Transition Outcomes Project and jointly create an Interagency Council comprised of consumers, family members, and agencies in the city that are involved with transition services. *The Mission of the Improving Transition Outcomes Interagency Council is to improve services and outcomes for Youth Ages 14-24 with Disabilities in making a successful and seamless transition toward maximum self-sufficient and independent living.*

**BALANCE4kids****Kid Quest****Soquel, CA 95073****Victoria George****(831) 464-8669**

This program designed adventures that inspired children to explore the environment around them with both confidence and companionship. The children have developed teamwork, social skills and their own sense of autonomy. This program identified the unique interests and needs of each child through interviews with the child and their families. The program provided integration and support to children with special needs; this enabled the children to participate in community programs, as well as in Kid Quest events and clubs, which offers new and exciting experiences in Santa Cruz and Monterey Counties. Recreational activities included from rock climbing to art classes.

**Rowell Family Empowerment of Northern CA****Successful Living with Autism through Training and Education (SLATE)****Redding, CA 96002****Gina Grecian [ginag@rfenc.org](mailto:ginag@rfenc.org)****Kat Lowrance [sklowrance@aol.com](mailto:sklowrance@aol.com)****(530) 226-5129**

This program provided services for children with Autistic Spectrum Disorders (ASD) in Shasta County. SLATE provided a broad-based community inclusion project that maximized the development and educational potential of children aged 3 to 18 years old. The basis of the SLATE model is empowering professionals, paraprofessionals, families, friends, and children working together to increase the inclusion of students with ASD in school and community settings. The three components of SLATE are: 1) Community Education; 2) Parenting Education; and 3) Social Skills training for children. This proposal also included an inclusive summer program consisting of two four-week sessions addressing the individual needs of children with ASD, and a school-year weekly program where children maintained and improved their skills.

**Abuse Free By Design****Far Northern Regional Center****Mary Ann Weston****(530) 222-8795**

This program developed and implemented a network of training and support that addressed healthy relationships, sexuality and abuse prevention for individuals with developmental disabilities, their families and the people who serve them. The program focused on Personal Care Protocols and Respect Yourself (human sexuality class for adult women and men). Regional self-advocacy leaders were involved in all aspects of this proposal.

**Project T.E.A.M.S. (Transition, Employment, Advocacy, Mentoring, Self-Determination)****PRIDE Industries, Inc.****Sally Bain****(916) 788-2240**

This project engaged community stakeholders to collaborate on training in self-determination, advocacy, career/life planning thereby increasing choices for individuals with developmental disabilities in the pursuit of employment. This program provided workshops 1) Self Determination, Empowerment, Advocacy and Transition Planning (this workshop was offered to middle and high school students, community-based organizations and faith-based entities); 2) Employment, Career Choices and Job Awareness (this workshop was also for middle and high school students; 3) Support to Schools and Parents (this workshop was be offered to schools and parents. The project developed a website ([www.projectteams.org](http://www.projectteams.org)) that continues to serve students, teachers, and parents.

**Project T.E.A.M.S. 2 (Transition, Employment, Advocacy, Mentoring, Self-Determination)****PRIDE Industries, Inc.****Sally Bain****(916) 788-2240**

This program served students with developmental disabilities; family members and Special Education Teachers, and collaborated with community stakeholders to offer training in self-determination, self-advocacy and career/life planning to increase personal choices in the transition from school to work. Project TEAMS provided a series of workshops, classroom instruction, mentoring and vocational exploration. Students and their families or advocates had the opportunity to maximize transition planning to pursue employment. The pursuit of employment was inclusive of traditional, nontraditional and entrepreneurial or self-employment. This program provided students with developmental disabilities an opportunity to explore the type of employment best suited to their life-styles, interests, educational goals and long-term career plans.

**Partners in Inclusion: Expanding Opportunities in After School Care**  
**Kids Included Together – San Diego, Inc.****Sara Couron****(858) 320-2054****sara@kitonline.org**

This program provided training to after school programs on full inclusion and assisted with placement of 325 children with developmental disabilities in after-school programs. The program established partnerships with three large after-school care providers and enabled the school districts to include children with disabilities into their existing programs and activities. The training included the philosophy of inclusion, pro-social positive behavioral support, the Americans with Disabilities Act, working with families, respectful accommodations, friendships, and strategies to sustain organizational commitment to inclusion.

**Healthy Smiles Project****Children's Hospital and Health Center San Diego****Lisa Haney****(858)576-1700 ext. 3745**

This program provided dental services to 234 children with developmental disabilities. Additionally, over 17,000 people received oral healthcare information or training initiated by the Anderson Healthcare Center for Dental Care. This Project was designed to help families improve and maintain oral health for their children with autism and other disabilities. Children, aged birth to three, in the Early Start program were targeted for screening. Although the American Academy of Pediatric Dentistry recommends a first dental assessment by age one, more than 95 percent of children in Early Start have never seen a dentist. Children with disabilities often have additional challenges to preventing dental disease and accessing dental care. Many infants and toddlers with autism experience oral sensitivities that can make daily oral hygiene and needed dental treatment extremely difficult. A "Directory of Dentists Treating Children with Autism" and the parent handout "Healthy Smile for Children with Autism," provided invaluable resources to English and Spanish speaking parents of this underserved population.

**Model for Increasing Social Interventions to Children with Autism****California State University of Santa Barbara****Dr. Lynn Koegel****(805) 893-3825****lynnk@education.ucsb.edu**

This program expanded their existing in-home services for families. These services included intensive social interventions in community settings. The program developed a cost-efficient service delivery model that recruited and trained highly qualified paraprofessionals (university students) to support children with Autism Spectrum Disorders in after-school extracurricular activities and at summer camp (instead of using untrained individuals who often serve in this role). The university students were supervised and trained in intervention procedures relevant to the individual child with whom they worked, and provided additional assistance with intervention programs.

**The F.I.R.S.T. Connections Project (Family and Infant Resource and Support Team)**  
**Children's Hospital and Research Center at Oakland****Nancy Sweet****(510) 428-3261**

Seventy children and families received access to early intervention services by this Council funded project, including 20 infants and toddlers who had not previously been referred for assessments. This program provided a safety net for infants and toddlers, from birth to three years of age, who may have developmental disabilities or at risk for disabilities, and their families. The targeted population was infants and families who traditionally have difficulty accessing early and appropriate diagnosis, treatment and supports to maximize developmental potential and strengthen families. The project provided outreach, early identification, and short-term (average three months) home-based and group services and supports for these infants and families, while facilitating their entry into the Early Start Program or other appropriate early intervention services(s). The services will be provided by a multilingual, multidisciplinary and multi-agency team comprised of peer parents of children with special needs and professionally trained mental health and developmental intervention staff, through collaboration with Alta Bates Summit Medical Center and the Family Resource Network of Alameda County.

**Building Bridges to Better Lives through Community Service****Tierra del Sol Foundation****Sunland, CA 91040****Steve Miller****(818) 352-1419****[steve\\_miller@mail.tierradelosol.org](mailto:steve_miller@mail.tierradelosol.org)**

This program developed and implemented a new direct service support model to enable adults with developmental disabilities to participate in community service opportunities of their own choosing. The project served individuals with significant levels of disabilities, who have been "marking time" in center based programs for years and even decades, and who community participation opportunities traditionally have been very limited. Project services included: 1) Educating consumers and families about volunteerism, 2) Building awareness among non-profit organizations about the benefits of bringing consumers into their existing volunteer programs, 3) Developed partnerships with several types of non-profits who became host organizations, 4) Developing ongoing volunteer opportunities with these host organizations, 5) Developing ongoing volunteer opportunities with the host organizations of the same type as are available for other volunteers, 6) Matching these volunteer opportunities with individual consumers' interests and personal goals, 7) Provide training for staff and consumers to ensure that the matches are successful; and 8) Building consumers' relationships with host organization staff and other volunteers to help them build a social network, a system of natural supports leading to community-based lifestyle.

**Project LEADERS: (Learning, Educating Advocating, and Directing Efforts for Responsible Self-Determination)****Redwood Coast Regional Center****Bob Eickmeier****(707) 462-3832, Ext. 265****beickmeier@redwoodcoastrc.org**

This program created a new self-determination model. Project LEADERS gave consumers a central role in implementing and expanding self-determination statewide. LEADERS provided the following services: 1) Advocacy – educate and inform individuals with developmental disabilities and key public policy makers about self-determination through an Ambassador program; 2) Training and Education about Self-Determination – Trained and educated consumers and regional center staff (to facilitate implementation of federal waiver), develop mentors, train independent service brokers, and expand consumer participation in program policy-making; and 3) Expansion – Increase the number of people engaged in self-determination activities.

**The P.I.E.C.E. Project****Family Connections El Dorado, Inc.****Wendy Wood****(530) 626-5164**

This program developed a collaborative project to serve families with children ages 0 through 18 who have been diagnosed with Autism Spectrum Disorders (ASD) through P.I.E.C.E. (Proven Interventions, Effective Collaboration, Empowerment) Project. This project served families of children with ASD through a comprehensive, family-centered program designed to increase consumer determined independence by supporting families through coordinated services based on “best practices,” developed parent-to-parent support and mentoring systems, improving access to appropriate interventions and early diagnosis, assisting families with developing and implanting their intervention plan(s), coordinating the latest research findings into current treatment plans, and providing quality mental health counseling services to families.